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ABSTRACT

This document is organized in two sections: The first section, the West Virginia Department of Education annual evaluation report on programs, projects, services, and activities funded in whole or in part under Title I Elementary Secondary Education Act, includes an "Introduction" and 10 parts dealing with the following topics, respectively: project statistics, dissemination of project information and data, major problem areas, interrelationship of Title 1 with other federal and state programs, participation of private school children, general evaluation of the project, evaluation of objectives, project staff development--preservice and inservice training, report of county gains for Title I children, and gains for Title I students as compared to non-Title I students. The second section, "Program Profiles" is organized into an "Introduction" and 17 reports on programs, each administered in a different county, focusing on reading instruction, home-school instruction, supplementary basic skills with emphasis on remedial reading, preventive reading and support services, provision of special educational settings for educable retarded pupils, parent involvement, dissemination, establishing needs, basic skills language arts, junior high followup aides, corrective teaching of the basic skills, and other topics. (JM)

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STATE ANNUAL TITLE I EVALUATION REPORT FOR FISCAL YEAR ENDING JUNE 30, 1973

Administered by the
West Virginia Department of Education
Bureau of Services and Federal Programs

Daniel B. Taylor
State Superintendent of Schools

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INTRODUCTION

The purpose of ESEA Title I evaluation is to provide a basis for determining whether programs are to be expanded, modified or shifted in terms of previously stated objectives and desired outcomes.

An annual evaluation of Title I programs in West Virginia is required by Section 141(a) (6) of the Elementary and Secondary Education Act. The State Title I staff has the responsibility for preparing the annual evaluation report and disseminating information to school officials at the local level and other interested parties about projects and programs designed to strengthen the education of educationally disadvantaged children.

This document contain a summary of basic information compiled from ESEA Title I local evaluation reports and deals only with programs for educationally deprived children. Each year a program evaluation is submitted to the State Educational Agency by each of the local educational agencies. The evaluation format is designed to provide basic information related to the amount of Title I expenditures, numbers of participants, degree to which objectives are satisfied and some indication of the gains made by participating students. The annual local evaluation report is required by Section 22, Part 116 of the Regulations of Public Law 89-10 Title I of the Elementary and Secondary Education Act of 1965. Although submission of evaluation reports is required by Federal regulation, providing the guide to developing such reports is a state responsibility. The evaluation guidelines used by local agencies in West Virginia are currently being revised to include control and experimental group comparisons in order to better determine the impact of ESEA Title I. Special Title I programs conducted for children of migratory agricultural workers and for handicapped, neglected and delinquent children residing in State-supported institutions are described in separate reports.

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I PROJECT STATISTICS

1.	Total ammount of Title I funds allocated	$17,319,813.00
2.	Total amount of Title I funds expended	$17,300,000.00
3.	Unduplicated number of pupils participating in projects	49,049
4.	Cost per pupil	$320.56

II. DISSEMINATION OF PROJECT INFORMATION AND DATA

Check all of the applicabel techniques listed below which were used to disseminate information concerning your Title I activities.

The following is a tabulation of the responses of the 55 LEAs (counties)
The number preceeding each of the dissemination procedures indicates the number of counties using that particular technique.

44	News releases and feature stories in the press
21	Presentation of information and data by radio
6	Special radio coverage of the project
7	Presentation of information and data on television
3	Special television coverage of the project
40	Newsletters to staff members
46	PTA meetings
49	Presentation of information and data in staff meetings
43	Presentation of information and data in public meetings and community groups
13	Brochures or pamphlets
24	Open house
4	Publications for professional journals
14	Publications for local community distribution
17	Descriptive reports or documents sent to other schools in the state
55	Descriptive reports sent to the State Agency
47	In-Service programs for Title I staff and non-Title I staff
21	Conducted tours
55	Other - Regional Title I meetings, descriptive reports and brochures to other states, video tape and slide productions.

III. MAJOR PROBLEM AREAS

1. If you encountered any problems in initiating and implementing the Title I project, check as many items below as apply.

   The number preceeding each of the listed probelm areas indicates the number of counties experiencing that particular difficulty.

26	Limitations imposed by Federal and State regulations and guidelines.
9	Negative reaction in the community to Federal funds
8	Identification of pupil needs
8	Designing of projects to meet pupil needs
8	Inadequate planning time
2	Cooperation with other agencies (OEO, CAA)
11	Excessive paper work
11	Pre-service and/or in-service training of staff
2	Cooperation with non-public schools
7	Shortage of administrative staff to plan and supervise the project
34	Lack of school facilities or space for carrying out the project

6	Delay between submission and approval of project
26	Delay of announcement of allocation amounts
5	Delay in financial payments
21	Inadequate Title I funds
5	Fiscal accounting procedures
12	Lack of appropriate evaluation devices
14	Inability to obtain qualified staff
9	Inability to secure materials and equipment on time

IV. INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

If funds or services from other ESEA titles or from other local, State or Federal programs or agencies were used in cooperation with the Title I funds, check as many of the sources of supplementary assistance to this Title I project as apply

The number to the left of each educational program listed represents the number of counties combining ESEA Title I and funds provided by the respective program in the list.

36	ESEA Title II
25	ESEA Title III
12	ESEA Title VI-A
27	USDA Food Services
14	Head Start OEO Community Action
20	Neighborhood Youth Corps
31	State Social and Welfare Agencies
16	Federal Social and Welfare Agencies
16	Medical Aid to Indigent Families
[illegible]	ESEA Title V
[illegible]	Education Professional Development Act
9	NDEA Title III
1	NDEA Title V-A
13	Vocational Education Act of 1963
1	George Barden Act
1	Smith Hughes Act
1	Job Corps

V. PARTICIPATION OF PRIVATE SCHOOL CHILDREN

The number of counties providing services to non-public school children.

10	a. During regular year only
1	b. During regular year and summer
1	c. Summer only
5	d. On private school grounds
4	e. On public school grounds

VI. GENERAL EVALUATION OF THE PROJECT

Check the one statement that most appropriately describes the overall impact of this project.

The number of counties claiming each of the respective degrees of success of their Title I programs

35	The project activities and services were designed to meet the educational needs of educationally deprived children, and were successful.
14	The project was successful, but the limited Title I funds did not adequately fund the project.
1	The project had very little impact on raising the educational attainment of educationally deprived children participating in the program
2	The project activities and services were not appropriate and are in need of revision.

VII. EVALUATION OF OBJECTIVES

Table I is intended to provide a concise picture of the success or failure experienced by each county in attempting to satisfy their program objectives. When reviewing the chart, the reader should be cognizant of the following facts:

1. In some instances objectives were unrealistic when comparing previous years achievement with projected gains.

2. Some objectives were subjective oriented and consequently success was determined on the basis of opinion.

3. Objectives that dictated the providing of services were left out of the chart.

4. All information contained in Table I was lifted from the county evaluation reports. In some cases a judgment was made as to the kind of data used in determining the degree to which each objective was met. A judgment was also made to determine what subject area or student behavior was being addressed by each objective.

TABLE I

Emphasis of objectives, number of objectives in each area, success of program in completing objective, and kind of data used to determine degree to which objectives were satisfied as reported in Section VIII of county evaluation reports.

County	Reading Achievement	Math Achievement	Basic Skills	Special Education	Speech Therapy	Health Program	Social Work	Student Attitude	Self-Image	Others
Barbour	*1 MJ	1 MJ								
Berkeley			1 SO							
Boone			3 SO	6 SJ		2 SJ	1 SJ			
Braxton	4 MO		4 MO	6 MJ	2 SO			1 NI		7 MJ
Brooke	1 LO	1 LO								
Cabell								1 SJ		
Calhoun			1 MO	1 MO		1 MJ				1 MS
Clay	6 NI				2 NI					6 NI
Doddridge	2 MO					1 MJ		1 LO		
Fayette	1 SO	1 SO		1 MJ						
Gilmer	1 SO		1 SO			5 SJ				
Grant	1 MO	1 NI	1 NI							
Greenbrier	1 SO	1 SO	1 MO	1 SO						
Hampshire	1 SO	1 MO								
Hancock	1 MO									
Hardy	1 MO		1 MO							4 SO
Harrison										
Jackson	1 MO									
Jefferson			1 SO						1 SJ	
Kanawha			1 MO					1 MJ		
Lewis			2 MO	5 MJ					1 MJ	
Lincoln			1 MO	1 SJ	1 SJ	1 MJ				
Logan	1 SO		5 SJO					10 SJ		
Marion	1 SO			3 MOJ		1 MJ	1 MJ	3 SOJ	1 MO	1 MJ
Marshall										
Mason	2 MO	1 MO		5 MO			1 NI			3 MJ

Based on

O Objective Data
J Subjective Data

Degree of Success

S Significant Success
M Moderate Success
L Little Success
NI No Information

* The number of objectives related to the respective subject areas or student characteristics.

TABLE I (Continued)

County	Reading Achievement	Math Achievement	Basic Skills	Special Education	Speech Therapy	Health Program	Social Work	Student Attitude	Self-Image	Others
Mercer	1 MO			1 SOJ						
Mineral	2 SO									3
Mingo	1 MOJ		3 MOJ							
Monongalia	1 SO	1 SO						2 MOJ		
Monroe	1 MO	1 LO		1 SO						
Morgan	2 SO									
McDowell	1 MO			1 MO						
Nicholas	2 SO		2 MOJ	5 MJ						
Ohio				3 MOJ						
Pendleton	1 SO		1 SO	1 MO						
Pleasants			1 MO							
Pocahontas	1 SO			1 MOJ	1 SO					
Preston	1 SO		1 SO	1 SO						1 SO
Putnam	3 MO									
Raleigh	1 SO	1 SO								
Randolph	2 SO		2 SO							
Ritchie			1 SO	1 SO						
Roane	1 SO	1 SO	1 MO	1 SO						
Summers	NI									
Taylor			1 SO	1 SO						
Tucker	1 MO									3 MO
Tyler	2 MO		2 MO	2 SO						
Upshur	2 MO									
Wayne	1 MJ	1 MJ		1 MJ						
Webster			2 SO							
Wetzel	4 MJO	3 MOJ		3 SJ						
Wirt	1 SO	1 SO	2 MO							1 MO
Wood	1 SO		3 MO	1 SO						
Wyoming			1 SO							

VIII. PROJECT STAFF DEVELOPMENT - PRE-SERVICE AND IN-SERVICE TRAINING

1. The approximate total of Title I funds used for pre-service and/or in-service training in all counties. $282,208

2. The approximate total of local funds used for pre-service and/or in-service training in all counties. $1,109,854

3. The approximate number of hours spent on pre-service and in-service training for all counties. 12,131

4. Number receiving training during 1972-73 school year and summer of 1973 for all counties.

   a. Teachers 2,589

   b. Aides 1,517

   c. Other 392

IX. REPORT OF COUNTY GAINS FOR TITLE I CHILDREN

Each county in West Virginia is required to submit an annual evaluation. From these evaluation reports the information found in Table II through Table VII was extracted. In some cases the information reported on the following forms was not readily available from the county evaluation reports. In such instances that county was left out of the report or the information requested by the Table was left out. Tables II-VII are intended to provide a capsule report of student gains as determined by the individual counties. When reviewing tables II-VII, consideration should be given to the following:

1. In many instances the number of children for which scores were reported was not available.

2. Some counties reported gain scroes without pre- and post-test scores.

3. In counties comparing gain scores for FY-73 over previous years gain, it is not known if the children for whom scores were reported had participated in Title I programs in previous years.

4. Gain scores for many county program elements were not reported in the county evaluations.

TABLE II

Pre-Test Scores, Post-Test Scores, Gain Scores, Tests used and number of students Participating Per Grade Level in **Reading** as reported in FY-73 County Evaluation Reports

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Braxton	Sec.	7.9	8.86	.91			16	SRA Reading for Understanding	90.3
	Sec.	7.16	8.73	1.58			16	SRA Reading for Understanding	90.2
	6	4.6	4.8	.2				Metropolitan Achievement	
	5	3.3	3,7	.4				Metropolitan Achievement	
	4	3.0	3.8	.8				Metropolitan Achievement	
	3	2.0	2.9	.9				Metropolitan Achievement	
	2	2.0	2.6	.6				Metropolitan Achievement	
	8	5.8	5.5	-.3				Metropolitan Achievement	
	7	5.3	4.9	-.4				Metropolitan Achievement	
	6	3.2	4.3	1.1				Metropolitan Achievement	
	5	3.3	3.9	.6				Metropolitan Achievement	
	4	2.4	3.1	.7				Metropolitan Achievement	
	3	1.4	2.5	1.1				Metropolitan Achievement	
	2	1.7	1.9	.2				Metropolitan Achievement	
	8	5.6	5.2	-.4				Metropolitan Achievement	
7	5.4	4.9	-.5					Metropolitan Achievement	
	6	4.0	5.1	1.1				Metropolitan Achievement	
	5	4.0	4.2	.2				Metropolitan Achievement	
	4	2.8	3.5	.7				Metropolitan Achievement	
	3	1.9	2.9	1.0				Metropolitan Achievement	
	2	1.3	2.4	1.1				Metropolitan Achievement	
1	1.0	1.7	.7					Metropolitan Achievement	
	6	4.2	5.1	.9				Metropolitan Achievement	
	5	3.0	3.9	.9				Metropolitan Achievement	
	4	3.1	3.8	.7				Metropolitan Achievement	
	3	2.3	3.0	.7				Metropolitan Achievement	
Lewis	3			.8	.2		73	Educational Development Series	
	4			1.2	.9		60	Educational Development Series	
	5			.7	.1		51	Educational Development Series	
	6			1.1	.3		27	Educational Development Series	
	7			1.9	1.2		59	Educational Development Series	
	8			1.1	.3		13	Educational Development Series	
Ritchie	Elem.	1.0	1.5	.5			2	California Achievement	0-70
		5.3	5.8	.5			1	California Achievement	
		2.4	3.6	1.2			12	California Achievement	70-80
		2.4	2.9	.5			13	California Achievement	70-80
		3.7	4.5	.8			8	California Achievement	70-80
		2.9	3.9	1.0			10	California Achievement	80-90
		3.6	4.2	.6			8	California Achievement	80-90
		4.2	4.9	.7	15		15	California Achievement	80-90
		3.6	4.7	1.1			24		90-100
		3.9	4.1	.2			20		90-100
		4.8	5.0	.2			14		90-100
		4.0	5.1	1.1			20		100-110
		4.5	5.3	.8			16		100-110
		3.8	4.7	.9			6		100-110
		5.4	6.8	1.4			1		110-Up
		4.0	5.2	1.2			9		110-Up
		3.5	4.3	.8			8		110-Up
Boone	2	1.4	2.2	.8				Stanford Achievement	
	3	1.8	2.6	.8				Stanford Achievement	
	4	2.6	3.1	.5				Stanford Achievement	
	5	3.1	3.9	.8				Stanford Achievement	

*Scores based on grade equivalence

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TABLE II (Continued)

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
	6	3.7	4.4	.7				Stanford Achievement	
	7	4.6	4.7	.1				Stanford Achievement	
	8	4.8	4.5	-.3				Stanford Achievement	
Grant		2.4	3.1	.7			70		94.3
		2.2	2.9	.7			143		102.7
		1.9	2.3	.4			53		83
Nicholas	1			.8			5		
	2			1.4			15		
	3			.9			41		4
	5			1.0			44		
	6			1.1			50		
	7			.9			119		
	8			.8			19		
	9			1.0			10	Slosson Oral	
	10			.9			12	Slosson Oral	
	11			.8			45	Slosson Oral	
	12			.4			7	Slosson Oral	
				.9			291	Slosson Oral	
Morgan	1	0	.96	.96			31	Fountain Valley Reading Skills	
2	1.0	1.9	.9				22	Fountain Valley Reading Skills	
	3	2.3	3.3	1.0			15	STS	
	4	2.6	3.4	.8			15	Stanford Reading	
	5	3.5	4.7	1.2			15	Stanford Reading	
	6	4.8	5.8	1.0			15	Stanford Reading	
	7	5.5	7.0	1.5			13	Gates-MacGinitie	
Monongalia	10	6.9	9.0	2.1			91	Gates-MacGinitie	
	6-9	4.9	5.5	.6			38	Gates-MacGinitie	
	6-9	5.9	7.0	1.1			32		
	Prim.			.9			286		
Mingo	Sec.			1.2			362		
	Elem.			1.0			151		
Mineral	Elem.	4.0	4.6	.6			45	California Reading	
	Elem.	2.1	3.0	.9			44	California Reading	
	Elem.	3.0	4.1	1.1			53	California Reading	
	Elem.	3.0	3.6	.6			89	California Reading	
Mineral	Elem.	4.9	5.8	.9			38	California Reading	
	Elem.	3.1	4.1	1.0			50	California Reading	
	Elem.	2.8	3.5	.7			44	California Reading	
McDowell	Elem.			.7			169		
	H. S.			1.9			55		
	Jr. H.			1.5			42		
				.7			75		
				.5			35		
Mason	1	.3	1.5	1.2			12	Gates MacGinitie	
	2	1.3	2.1	.8			93	Gates MacGinitie	
	3	1.9	2.6	.7			78	Gates MacGinitie	
	4	2.3	3.4	1.1			79	Gates MacGinitie	
	5	2.9	3.7	.8			77	Gates MacGinitie	
	6	3.2	3.7	.5			69	Gates MacGinitie	
	7-12	4.3	6.1	1.8			17	Gates MacGinitie	
	2	2.0	2.6	.6		.2	11	Gates MacGinitie	

TABLE II (Continued)

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
	3	2.0	2.9	.9		.3	9	Gates MacGinitie	
	5	3.2	4.1	.9		.1	5	Gates MacGinitie	
Marshall	Elem.			1.1				California Reading	
	Elem.			1.0				California Reading	
	Elem.			1.2				California Reading	
Marion	2	.4	2.6	2.2			157	STS	88
	3	1.4	2.9	1.5			124	STS	86
4	2.0	3.3	1.3				86	STS	87
	5	2.7	3.7	1.0			33	STS	87
	6	3.6	4.6	1.0			15	STS	88
	7	4.1	5.5	1.4			21	STS	88
	8	4.6	5.9	1.3			16	STS	87
Raleigh	4	3.0	3.7	.7			222		
	5	4.1	4.6	.5			238		
	6	4.7	5.6	.9			222		
	7	5.7	6.8	1.1			225		
	8	6.8	7.8	1.0			194		
Putnam	4	1.5	3.6	2.1	1.1				
Preston	Elem.	3.2	3.9	.7			206	California Reading	
Berkeley	3	1.7	2.6	.9		.3	30		
Boone	1			.46			60	Stanford Reading Achievement	
	2			.64			12	Stanford Reading Achievement	
	3			.37			3	Stanford Reading Achievement	
	4			.73			12	Stanford Reading Achievement	
	5			.86			45	Stanford Reading Achievement	
	6			.80			56	Stanford Reading Achievement	
	7			.40			32	Stanford Reading Achievement	
	8			.37			16	Stanford Reading Achievement	
	9			.62			32		
	10			.14			16		
	11			.51			4		
Gilmer	1-5	2.9	3.7	.8			33		
	2-7	3.1	4.0	.9			47		
	2-6	2.5	4.2	1.7		1.0	43		
Clay	5			3.96		.18	15		
Doddridge	3			.7				STS	96
	4			.55				STS	95
	5			.7				STS	86
	6			.85				STS	88
Cabell	2	.8	2.6	1.8	0.0			Slosson Oral Reading	
	3	1.9	3.4	1.5	.1			Slosson Oral Reading	
Pendleton	2			1.5			22	Gates MacGinitie	
	3			2.0			12	Gates MacGinitie	
	4			1.2			19	Gates MacGinitie	
	5			1.1			20	Gates MacGinitie	
	6			1.4			7	Gates MacGinitie	
	7			1.3			9	Gates MacGinitie	
	8			2.1			12	Gates MacGinitie	

TABLE II (Continued)

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Hardy	2	1.5	2.2	.7			16	Stanford Achievement	
	3	1.9	2.8	.9			17	Stanford Achievement	
	4	2.7	3.6	.9			18	Stanford Achievement	
	5	2.7	3.7	1.0			21	Stanford Achievement	

TABEL III

Pre-Test Scores, Post-Test Scores, Gain Scores, Tests used and Number of Title I Students Participating per grade level in **Special Education** as reported in FY-73 County Evaluation Reports

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Ritchie	Prim. A	.7	1.2	.5			9	California Achievement	
	Prim. B	2.2	2.8	.6			7		
	Inter. I	1.8	2.4	.6			14		
	Inter. II	2.5	2.9	.4			14		
	Sec.			1.1			9		
Monroe	Prim. I	.4	1.3	.9			9		
	Prim. II	1.7	2.3	.6			10		
	Inter.	3.3	3.4	.1			15		
	H.S.	2.8	4.3	1.5			11		
Calhoun	Prim.	1.46	1.84	.38			5	Metropolitan Achievement	
	Inter.	3.03	3.66	.63			8	Metropolitan Achievement	
		1.29	1.9	.61			8	Metropolitan Achievement	
Pendleton				.5			47		

TABLE IV

Pre-Test Scores, Post-Test Scores, Gain Scores, Tests used and Number of Title I Students Participating per grade level in **Basic Skills** as reported in FY-73 County Evaluation Reports

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Lewis	3			1.2	.5		79		
	4			1.2	.7		60		
	5			.8	.2		51		
	6			.9	.2		27		
	7			1.5	.8		59		
	8			1.3	.5		13		
Grant		2.4	2.9	.9			60		87.9
Pendleton				1.1			19	Metropolitan Achievement	
				3.2		.4			

TABLE V

Pre-Test Scores, Post-Test Scores, Gain Scores, Tests used and Number of Title I Students Participating per grade level in **Social Studies** as Reported in FY-73 County Evaluation Reports

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Boone	3	2.5	3.2	.7				Stanford Achievement	
	4	3.4	3.6	.2				Stanford Achievement	
	5	3.4	3.9	.5				Stanford Achievement	
	6	4.0	4.5	.5				Stanford Achievement	
	7	4.8	4.9	.1				Stanford Achievement	
	8	5.0	5.0	.0				Stanford Achievement	

TABLE VI

Pre-Tests Scores, Post-Test Scores, Gain Scores, Tests used and Number of Title I Students Participating Per Grade Level in **Science** as Reported in FY-73 County Evaluation Reports

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Boone	3	2.5	3.2	.7					
	4	3.2	3.6	.4					
	5	3.4	3.9	.5					
	6	3.7	4.3	.6					
	7	5.0	5.2	.2					
	8	4.8	5.2	.4					

TABLE VII

Pre-Test Scores, Post-Test Scores, Gain Scores, Tests used and Number of Title I Students Participating Per Grade Level in **Math** as Reported in FY-73 County Evaluation Reports.

COUNTY	GRADE	PRE*	POST*	GAIN*	OVER PREVIOUS YEARS*	OVER CONTROL GROUP*	NUMBER OF STUDENTS	TEST ADMINISTERED	AVERAGE I.Q.
Boone	2	1.5	2.3	.8				Stanford Achievement	
	3	2.2	2.9	.7				Stanford Achievement	
	4	2.5	3.4	.9				Stanford Avhievement	
	5	3.1	4.1	1.0				Stanford Achievement	
	6	4.3	4.7	.4				Stanford Achievement	
	7	5.3	5.4	.1				Stanford Achievement	
	8	5.5	5.8	.3				Stanford Achievement	
McDowell				1.7		1.2	24		

X. GAINS FOR TITLE I STUDENTS AS COMPARED TO NON-TITLE I STUDENTS

Each county was asked to provide comparisons of Title I and Non-Title I student gains if available. The response to this request was limited because of the lateness of the request. The desirability of such information was realized too late for the counties to establish control and experimental groups for their FY-73 projects. Such comparison, however, will be included in future reports.

Wood County did submit the results of an experimental situation conducted to evaluate their first and second grade basic skills programs. Table VIII and IX are the results of an experimental situation designed and conducted by the Wood County Title I Staff. The purpose of the study was to determine the effect of Title I program when compared to non-Title I participants.

Based on information provided by the Wood County Evaluation Report the following observations can be made:

First Grade Basic Skills:

1. The experimental group had a greater increase in correct responses than did the control group in five of the seven schools for language and in five of the seven schools in general concepts.

2. The experimental group had a smaller increase in correct responses than did the control group in one of the seven schools for language.

Generally speaking, it would appear as though the children participating in the Title I Program showed a greater improvement than did the children not participating in Title I.

Second Grade Basic Skills

According to the information in Table IX Title I children showed a greater gain than did the control group. Without additional information, however, it is impossible to establish a significance level. It is also impossible to determine the equality of the control and experimental groups at the pre-test level.

The following situations should be considered when reviewing the results of Tables VIII and IX.

1. The standard scores in Table VIII indicates that the control and experimental groups in several schools are more than one standard deviation apart. They should not, therefore, be considered equal groups on pre-test scores.

2. The number of children participating in each school was not reported. It is not possible, therefore, to generalize results over the entire group.

3. Not enough information was provided to establish a significance level for the differences in gain scores.

TABLE VIII

Mean Summary of Raw and Standard Score Data

Test of Basic Experiences (TOBE)

1972-73

		PRE TEST				POST TEST				GAIN			
		LANGUAGE		GENERAL CONCEPTS		LANGUAGE		GENERAL CONCEPTS		LANGUAGE		GENERAL CONCEPTS	
SCHOOL		Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control
Fairplains	R.S.	15	18	12	16	21	23	19	21	+ 6	+ 5	+ 7	+ 5
	S.S.	47	54	47	55	61	66	60	64	+14	+12	+13	+ 9
Jefferson	R.S.	15	20	13	18	21	26	19	24	+ 6	+ 6	+ 6	+ 6
	S.S.	47	58	49	58	61	76	60	71	+14	+18	+11	+13
McKinley	R.S.	17	21	14	19	20	26	21	24	+ 3	+ 5	+ 7	+ 5
	S.S.	51	61	51	60	58	76	64	71	+ 7	+15	+13	+ 9
Nash	R.S.	16	20	14	19	24	25	20	22	+ 8	+ 5	+ 6	+ 3
	S.S.	49	58	51	60	69	72	62	66	+20	+14	+11	+ 6
Roosevelt	R.S.	13	19	11	17	21	23	17	22	+ 8	+ 4	+ 6	+ 5
	S.S.	43	56	45	56	61	66	56	66	+18	+10	+11	+10
Tavenner-ville	R.S.	14	19	14	20	21	25	16	22	+ 7	+ 6	+ 2	+ 2
	S.S.	45	56	51	62	61	72	55	66	*16	+16	+ 4	+ 4
Williams-town	R.S.	15	22	13	20	23	25	19	22	+ 8	+ 3	+ 6	+ 2
	S.S.	47	63	49	62	66	72	60	66	+19	+ 9	+11	+ 4
Comparison of Total Raw Scores	R.S.	15	20	13	19	21	25	19	22	+ 6	+ 5	+ 6	+ 3
	S.S.	47	58	49	60	61	72	60	66	+14	+14	+11	+ 6

Standard Score - S.S.
Raw Score - R.S.

TABLE IX

CALIFORNIA READING

2nd GRADE BASIC SKILLS

Summary / Raw Score

	PRE	POST	INCREASED RESPONSES
FAIRPLAINS			
Title I	30	63	33
Control	58	81	23
JEFFERSON			
Title I	46	69	23
Control	62	83	21
MCKINLEY			
Title I	46	81	35
Control	71	87	16
NASH			
Title I	39	59	20
Control	55	80	25
ROOSEVELT			
Title I	38	70	32
Control	53	81	28
TAVENNERVILLE			
Title I	32	81	49
Control	59	85	26
WILLIAMSTOWN			
Title I	41	81	40
Control	68	84	16

BASIC SKILLS

Children Gains

No. Pre - Post Tested	Gains
68 Tested	34% (.6 - 1.0) - 23
	20% (1.1 - 1.5) - 14
	18% (1.6 - 1.9) - 12
	7% (2.0 - +) - 5

014989

PROGRAM PROFILES

TITLE I

ELEMENTARY SECONDARY EDUCATION ACT

Administered by the
West Virginia Department of Education
Bureau of Services and Federal Programs

Compiled by

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INTRODUCTION

Federal Guidelines for Title I of the Elementary and Secondary Education Act require ". . . that effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects . . ." Thus, dissemination of information by a county to its teachers and the dissemination of information about projects by the State Agency to all counties is a legal requirement.

This publication is designed to acquaint local school officials with the Title I activities of school districts throughout the State. We hope that such awareness may encourage counties to exchange successful programs and ideas. Included is a synopsis of 17 projects reported by 17 counties. A table of contents lists the projects for the counties reporting.

The report is a compilation of program profiles which were prepared by county personnel and submitted to the State Agency for dissemination. Each of the fifty five West Virginia counties was given the opportunity to submit a profile on one of their quality Title I projects.

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Boone County Schools

Title of Project:

Disadvantaged Students Read to Learn with Hoffman (Part B)
Fiscal Year 1972

Duration of Project:

One semester of 1972-73 school year – February 1, 1973, through June 12, 1973

Cost:

$4,647.00

Staff:

Staff responsible for implementation of this program were employed under ESEA Title I, Part A funds for fiscal year 1973 to include one reading specialist, one basic skills teacher, and one teacher aide.

Participants:

Forty six students enrolled in grades one through six.

Objectives:

1. Students will demonstrate an awareness and discrimination of language sounds and an increased knowledge of phonetic skills of one level for one semester of participation, as demonstrated by pre and post test measures.

2. Students will be expected to acquire techniques necessary to develop and reinforce needed skills during one semester of participation equal to five months (.5) gain above the previous semester as measured by achievement test performance.

3. The effectiveness of the project will be evaluated utilizing a basic skills teacher as compared to the previous semester without a basic skills teacher. Eighty per cent of the participating students will be expected to show two months greater gain for the second semester.

4. Self-concept of the students will improve through partially or wholly individualized instruction designed to lead the students to successful reading experiences with highly motivational materials as measured by informal pre and post interest and attitude instruments.

Brief Description of Activities:

After classroom diagnostic screening in October, 1972, for the forty-six educationally disadvantaged students, individualized and small group instruction was planned by the classroom teachers and was implemented by an ESEA Title I aide in the four regular classrooms.

Realizing that more direct teaching geared to the individual needs of the students was needed for adequate progress, an ESEA Title I teacher was employed in February, 1973, to plan, implement, and evaluate instruction more directly geared toward the diagnosed needs of the students.

Students were re-evaluated in February, 1973, using the *Botel Reading Inventory*. Ten first grade students scored at the pre-readiness level. As the personnel involved realized that the proposed program did not meet the needs of these first greaders, the activities of the first graders were curtailed and were not considered in the total evaluation.

After the re-evaluation, the ESEA Title I students in each of the other classrooms, grades two through six, received one hour of individualized and small group instruction daily, using the newly-purchased Hoffman Language Arts Reading System and the Hoffman Primary Language Arts and Phonics Units.

The audio-visual approach, using Hoffman film-slides and records, together with the integrated skills program, was extended to include further application and reinforcement of newly-learned skills using a variety of materials including specific skills programs, listening and viewing activities, oral reading, language-experience stories, and independent reading activities.

The ESEA Title I teacher continuously assessed the mastery of skills, and recycled the students' programs if deemed necessary.

Major Accomplishment:

A comparison of pre-post test scores using the *Botel Phonics Mastery Test* showed an average gain of 31.5 per cent for the thirty-four students enrolled in the program in May.

Botel Phonics Mastery Test
Average Grade Gain

Grade	Number Tested	February	Number Tested*	May	Gain	Per Cent of Gain
2	2	29	2	46	17	36.9
3	8	34	8	52	18	34.6
4	7	40	5	51	11	21.6
5	11	43	11	58	15	25.9
6	8	32	8	52	20	38.4
Totals	36	178	34	259	81	31.5

The thirty-four participating students in grades two through six showed an average gain of eleven months for the semester which is a five month's gain above the previous semester as shown by the pre-post test scores using the *Botel Reading Inventory*.

Botel Reading Inventory

Grade	Number Tested	Ave. Mos. Gain Oct. - Feb.	Number Tested*	Ave. Mos. Gain Feb. - May
2	2	7	2	8
3	8	6	8	7
4	7	3	5	8
5	11	4	11	15
6	8	8	8	16
Totals	36	6	34	11

*The difference in the number tested in the pre- and post-testing is due to the students moving from the school area.

Twenty-eight of the thirty-four students or eighty-two per cent in grades two through six showed two months or more greater gain the second semester with the addition of the ESEA Title I teacher as compared to the previous semester with only an ESEA Title I aide according to the *Botel Reading Inventory* scores.

Botel Reading Inventory

Grade	Number Tested	Number Gaining Two Months or More Above First Semester Gain
2	2	1
3	8	8
4	5	4
5	11	8
6	8	7
Totals	34	28

The self-concept of the students was greatly improved as shown by informal attitude and interest instruments used in a pre-post test manner. Observation reports showed that students were eager to participate and were highly motivated through their success in reading using the individualized audio-visual approach that met their needs.

For Further Intormation Contact:

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or
Mrs. Margie Doss, Reading Specialist
Boone County Board of Education
69 Avenue B
Madison, West Virginia 25130

Telephone: 369-3131

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Braxton County Schools

Title of Project:

Home-School Instruction

Duration of Project:

The program has been in operation since second semester 1971-1972.

Cost:

The past year's cost was $20,973.00

Staff:

Three certified elementary teachers.

Participants:

Two hundred fifty-four (254) students in grades two through six.

Objectives:

1. Eighty per cent of the students enrolled will reflect a twenty per cent increase in achievement over gains evidenced in last year's program.
2. Parents will express an increased interest in the adjustment and overall achievement of their child in the educational process.
3. The attitude of the student will improve in relation to all aspects of the school program.
4. The increase of parental interest will result in changes in the home environment which will result in a more conducive learning atmosphere.
5. The referral of health and social problems to the proper agencies for treatment will result in a healthier and better adjusted student.

Brief Description of Activities:

The home-school instruction teacher works one-half day in the school with the pupil, fully acquainting herself with the interest and achievement level of the student. The instruction is conducted on a one-to-one basis in some schools, where in others the instructional group may consist of larger groups taken from the regular room. The home-school instruction teacher was not responsible for any phase of the instructional program.

During the other half-day this teacher visits the parents of the students involved. Her duties in the home are:

1. Prompt referral of any health problems to the proper agency and follow up to insure maximum effect.
2. Referral to any social maladjustment to the appropriate agency.
3. Provide information to the parent regarding any problems faced by their student in school.
4. Inform the parent concerning school policies and behavior required by the school that to parents are unclear.
5. Provide materials and equipment for use in the home that will interest the students and the parents.
6. Provide the stimuli which will prompt parents to create a place in the home where students can work with a degree of satisfaction and minimum of interference from other members of the family.

Major Accomplishments:

1. Students participating in the program reflected a significant increase in achievement when compared with achievement of the previous year.
2. Numerous health and social adjustment problems were referred and corrections made.
3. Parents became aware of the many problems faced by the school as well as those of the parent.
4. Adjustments were made in the home which produced an atmosphere more conducive to learning.
5. Materials left in the home not only interested the students but parents as well.

For Further Information Contact:

C. Dale Westfall
Coordinator, Federal Programs
Braxton County Schools
4th and Main Street
Sutton, West Virginia 26601

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Doddrdige County Schools

Title of Project:

Supplementary Basic Skills with Emphasis on Remedial Reading – Preventive Reading and Supportive Services.

Duration of Project:

One fiscal year.

Cost:

$61,126.00

Staff:

Thirteen one-fourth FTE.

Participatns:

Two hundred seven participants. Grades 1-8. Weakness were determined by individual and assorted tests, data, teacher observation and judgment, school nurse examinations, home visits and counseling.

Objectives:

Given one year of tutorial service pupils will have a sight vocabulary of 250 words and be able to read sentences of Grade 1 level with a degree of understanding and a degree of fluency and be able to pass the readiness test required to begin the second grade test.

Each child shall develop a new confidence in himself and his ability to read thereby elevating his self-esteem and status in his peer group as observed by increased voluntary participation in reading programs and cooperation in school activities, develop an eagerness to participate in class activities.

Children with health problems are identified and corrections made to enable a child to attend school regularly.

Brief Description of Activities:

Two reading teachers, sharing a like pupil load, will provide services in the seven ESEA identified schools. The pupil-teacher ratio will be determined by the number of eligible pupils in each school.

In each school there will be a teacher's aide (two in Greenwood and West Union who have heavy loads of disadvantaged children) under the supervision of the classroom teacher. She will work a designated amount of time allocated for remedial readers Grades 3-8 and/or with first or second grades in a tutorial program.

After testing the child, the resource teacher puts him in his instructional level in reading, then supplies him with tutorial services with the proper material for instructions, for a period of at least 30 minutes per day. She directs and supervises the tutorial aide in a programmed tutorial service, thus developing and teaching the lessons to be carried on by the aide.

Major Accomplishments:

In looking at the children of Doddridge County, we will be considering the various aspects such as scholastic aptitude, scholastic achievement, personal interest, personality inventory, social adjustments and attitudes.

We will show the individual change in relation to the information gathered, also show the interrelation of the various data relating to the educational growth of the individual child.

The data for this evaluation will be collected from Lorge Thorndike Intelligence Tests, STA Educational Development Tests, Spache Diagnostic Reading Tests, Teacher Observation Guide and Vocabulary and Textbook Achievement Tests and teacher judgment of fluency and comprehension.

For Further Information Contact:

Lewis E. Knight
Director of Title I
Doddridge County Schools
West Union, West Virginia 26456

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Harrison County Schools

Title of Project:

A Compensatory Program for Educationally and Financially Deprived Children in the Harrison County Schools.

Duration of Project:

A continuing program for the last four years. (This profile contains 1972-1973 data.)

Cost:

Regular term 1972-1973		$301,185.00
Summer term 1973		115,379.00
	TOTAL	$416,564.00

Staff:

Administration: Director, Coordinator, Secretary

Regular Term		Summer	
19	Reading Teachers	3	Area Principals
22	Aides	1	Lunch Supervisor
1	Speech Therapist	1	Assistant Nurse
1	Driver-Clerk	50	Classroom Teachers
1	Nurse	15	Cooks
1	Social Worker	18	Bus Drivers
		9	Custodians

Participants:

There were 1,452 children enrolled in remedial reading classes, and 91 of these children were given speech therapy.

Objectives:

1. To increase each child's actual achievement in reading so that he may function successfully in his own classroom level.
2. Improve attitudes toward self, school, and society.

Brief Description of Activities:

Elementary children (grades 1-6) attending eligible schools who were reading six months or more below their reading expectancy received remedial instruction from a special reading teacher who was assisted by an aide. Data from teacher judgment, standardized, diagnostic, and informal tests, cumulative records, and teacher, principal and parent recommendations were used to identify the students. The selected students received special reading instruction in small groups for a thirty-minute period on a daily basis except where the teachers were assigned more than one school.

Instructional activities were based on individual needs. The teacher aides gave individual attention in more severe cases, and assisted teachers in administering tests and keeping records. Each child competed with his own achievement and recognized his own improvements.

Two classrooms had the audio-response equipment. One classroom used the RX Reading Program. These were used for individualized instruction on specific skills or groups of skills using materials that provide sufficient instruction and allowing children to work independently at their own level and speed.

In four schools, first grade children with the greatest learning difficulties were tutored for a period of fifteen minutes per day by a specially trained tutorial aide. The tutor used the detailed Ginn Tutor's Guide with specific programmed material to supplement the classroom instruction of the regular teacher.

Speech therapy was given in the Mobile Speech Lab as it was assigned to four different schools on a basis of two sessions per week. The therapist had small groups or individual children assigned for period of twenty minutes per visit.

The summer phase of the program was a continuation of the remedial reading element for a six-week period. Children attended schools in nine centers for a half-day session. They were served a Type A lunch before returning home. Several special activities, trips, entertainments, and a business enterprise were possible experiences for participants in the summer program.

READING SCORES

Grade	No.	Average I. Q.	Average Grade Equivalent Test Score		
			Pre	Post	Gain
1	183	86	1.17	1.64	.47
2	295	90	1.56	2.23	.67
3	300	91	2.19	3.01	.82
4	307	88	2.87	3.60	.73
5	228	89	3.33	4.30	.97
6	229	90	3.72	5.06	1.34

Major Accomplishments:

Since its beginning, the Title I Remedial Reading Program in Harrison County has realized a systematic increase in scope to meet the identified, critical needs of the children participating in the program.

During 1970-1971, the academic year phase employed 1.5 reading teachers to serve 5 schools. During 1971-1972, the project employed 13 reading teachers to serve 19 schools; each reading teacher had an instructional aide to assist with the remedial activities. This past year, there were 19 reading teachers assigned to the 22 eligible schools, each with a teacher's aide. Four of these aides were trained as tutors.

Children's attitudes and self-concept indicated a significant change as measured by the Semantic Differential and the Checklist for Clues to Self-Concept. The noted success in the pupils' learning experiences contributed to the improvement of their self-concept. The provision of clothing also assisted in developing a better self-concept.

The instructional methods and techniques developed by the project's professional staff assisted the children to improve their reading skills and achievement. The entire Title I staff believes that this project has shown significant improvement in academic achievement of the participants. It has also caused positive changes to occur in pupil attitude toward school, pupil achievement, social adjustment, and self-concept development.

The project included provision of needed medical and dental services for participating children who were from families with incomes of less than $3,000 per year. This service was directed by a full-time registered nurse who made examinations and then referred the children to local physicians and dentists for needed care and/or correction. A positive rapport between home and school can truly be attributed to this element of our project.

For Further Information Contact:

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Kelly Miller Building
Clarksburg, West Virginia 26301

or

Ruth E. Gimmel
Program Coordinator
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Kelly Miller Building
Clarksburg, West Virginia 26301

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Kanawha County Schools

Title of Project:

Provision of Special Educational Setting for Educable Retarded Pupils

Du ation of Project:

Regular School Term 1972-1973

Cost:

$50,385.00

Staff:

Four Special Education Teachers

Participants:

Fifteen Primary Educable Retarded Students
Fifteen Intermediate Educable Retarded Students
Sixty Junior High Educable Retarded Students

Objectives:

1. Provision of a special educational setting for identified EMR pupils to achieve successfully the abstract, academic subject matter commensurate to their mental age and ability. This setting would have a teacher with certification to teach the retarded as well as special materials and equipment to facilitate and reenforce learning.

2. Initiation of a mainstreaming program for the elementary EMR so that they were afforded every opportunity to participate in any area of the curriculum with their "normal" peers in which they could find success. Continuation and intensification of mainstreaming for the two secondary classes was also advanced.

3. Individualization of the Language Arts Curriculum for EMR pupils through the Kanawha County Special Language Learning Packages, including sequencing of skills, pre- and post-tests, instructional activities, and recycling.

4. Motivation for and reenforcement of other academic subject matter by presenting it in a practical, mini-leveled method, using field trips, unit teaching, practical arts, resource persons, etc., frequently.

Brief Description of Activities

Teachers facilitated proper placement of pupils in academic subject matter materials through formal and informal diagnosis as well as use of psychological report. (A psychological evaluation was required for each student placed in special setting.) The teachers also used this information to intensify the integration of these EMR pupils with their chronological peers in any area of curricular or extra curricular activities where they could find success. This mainstreaming operation was motivated by strong support from the administrative staff and a systematic in-servicing of teachers and principals. Cross grouping and team teaching were among the methods used for more integration. Flexible scheduling and higher level of individualized instruction was necessary. The Special Language Educational Learning Packages, developed in the summer of 1972, aided the teachers greatly in bringing this about. Highly stimulating and/or reenforcing activities of a practical nature helped to build or rebuild positive attitudes toward learning. In turn, successful learning experiences created the positive self concept of the EMR pupil – a tasting party to learn about foods or a visit to a laundromat.

Major Accomplishments:

1. Students

   a. Significant improvement in attendance for new students placed in program

   b. Development by students of positive attitudes toward school

   c. Achievement increases in language arts and math according to Metropolitan Achievement Tests.

2. Program

   a. Mainstreaming of 90 per cent of EMR pupils from one to four hours per day with their chronological peers for minor subjects, extra curricular activities, and selected major subjects in which class the student could successfully compete.

   b. Development of Learning Packages appropriate for disadvantaged retardates and integrating these packages into the regular curriculum.

For Further Information Contact:

Mrs. Sandra Barkey, Consultant
Department of Exceptional Children
Kanawha County Schools
200 Elizabeth Street
Charleston, West Virginia 25311

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Lincoln County Schools

Title of Project:

Parent Involvement, Dissemination, and Establishing Needs

Duration of Project:

1972-73 School Year (Continuous)

Cost:

$12,000 plus

Staff:

Coordinator of Curriculum and Personnel Services
Other ESEA Title I staff and local school personnel

Participants:

Parents of ESEA Title I participating children in eligible ESEA Title I schools (14)

Objectives:

1. To involve the parents, local citizenry, and school staffs in a meaningful way in problems and important decisions concerning their schools.
2. To initiate and arouse the interest of parents in educational affairs, operations of individual schools and the school system as a whole.
3. Develop a better understanding between home and school.

Brief Description of Acitivites:

A Parent Advisory Committee was organized with twenty-four committee members and twenty-four committee alternates being selected by the principals of the participating school. The committee held four meetings for the 1972-73 school year.

Also an attempt was made to organize a parent involvement group at each participating elementary school.

Topics that were discussed at the Parent Advisory Committee meeting and at the individual school meetings were as follows: (1) way of getting parents more involved in the school program, (2) what can you do as a parent to promote more active parental involvement in the education of your child, (3) function and purposes of an advisory committee, (4) how parents feel about parent involvement, (5) needs of disadvantaged children, (6) how children and schools are selected for ESEA Title I programs.

Evaluation:

Title I program was reviewed in accordance with OE Guidelines on February 21 and 22, 1973. The On-Site Review Committee gave commendation to this part of the program stating, "Documentation concerning involvement of parent council is excellent."

Major Accomplishments:

Through these meetings and contacts with parents, it is our belief that we have indicated and shown that every parent is a teacher. It is the parent who teaches the child his basic values and attitudes toward the world around him. The parent may be and possibly is the child's most important teacher because a child's values and his attitudes toward himself, toward others, and toward learning are established by his parents and the environment thus created.

For Further Information Contact:

Dallas Kelley or Joe Linville
ESEA Title I
Lincoln County Schools
Hamlin, West Virginia 25523

Phone (304) 824-3207

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Mason County Schools

Title Of Project:

Basic Skills Language Arts – emphasis reading with related instructional areas and supportive services

Duration of Project:

August 1972 through September 1973

Cost:

$113,307.00

Staff:

Title I Reading Coordinator, six reading resource teachers, twenty teacher aides

Participants:

There were 638 participatns in the basic skills program – 283 in early elementary, 265 in later elementary, and 90 in secondary programs. These participants indicated specific weaknesses in reading according to the following criteria:

1. Students in early elementary were admitted to the program if they were six months below their grade level in reading.
2. Students in later elementary were admitted to the program if they were one year below their grade level.
3. Secondary students were admitted if they were two or more years below their grade level.

Objectives:

Students will indicate a six month's gain in vocabulary and comprehension skills as determined through a comparison of pretest and post test results of the *Gates MacGinitie Reading Test.*

Brief Description of Activities:

Participants in the basic skills program were carefully diagnosed as to mental capacity and reading deficiencies. Instruments used for this assessment were the *Peabody Picture Vocabulary Test,* the *Gates MacGinitie Reading Test* and the *Spache Diagnostic Reading Scales.* An individualized program was provided for each student based upon this diagnosis. Emphasis was upon word recognition and word identification techniques

correlated with critical reading skills. A variety of programs and materials were utilized to provide the prescribed instruction. A teacher's aide was assigned to each Title I school to aid the resource teachers in the implementation and maintenance of these basic skills programs.

Major Accomplishments:

Out of 638 students participating in the ESEA Title I Basic Skills Language Arts - emphasis reading program, 329 indicated a six months gain in vocabulary and comprehension as measured by pretest and post test results of the Gates MacGinitie Reading Test. Out of 329, 120 of the participants indicated a year or more gain. These results tell us that approximately 51 per cent of the identified Title I students met the stated objective. We consider this a major accomplishment.

For Further Information Contact:

Billy R. Steele
ESEA Title I Director
Mason County Schools
Point Pleasant, West Virginia 25550

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

McDowell County Schools

Title of Project:

Junior High Follow-up Aides

Duration of Project:

School Year 1972-73

Cost:

$8,000

Staff:

Two Teacher Aides

Participants:

Forty two students that are reading one year or more behind grade level

Objectives:

The students that participate will show an increase of one year on their reading level after one year's individualized instruction.

Brief Description of Activities:

The teacher aide in charge of the Junior High Follow-up Program will tutor each student for a period of one school year. The students will come to the aide each day for one lesson of instruction. The instruction periods will last from 30 minutes to one hour.

All instruction will be on an individualized basis to provide each child with the maximum information in the allotted time.

Major Accomplishments:

Junior High School Follow-up Program

Program	Number Enrolled	Number Showing Progress	Number Showing No Gain	Percentage Showing Improvement	Average Days of Instruction	Average Gain or Loss Per Pupil
Jr. High	42	35	7	83	62	+1.39 years

For Further Information Contact:

Jim W. Jones, Director
Pupil Personnel Services
McDowell County Schools
Welch, West Virginia

Phone: 436-4142

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Mingo County Schools

Title of Project:

Remedial Math Program

Duration of Project:

August 28, 1972 - Continuing

Cost:

Salary (5 teachers, 5 aides)	$44,887.00
In-Service	613.00
Equipment Supplies	2,000.00
A/V Material	262.00
Books, Periodicals	200.00
	$47,962.00

Staff:

	M. L.
Varney Elementary (1 teacher, 1 aide)	1
Kermit High (1 teacher, 1 aide)	1
Lenore High (1 teacher, 1 aide)	1
Chattaroy Jr. High (1 teacher, 1 aide)	1
Red Jacket Jr. High (1 teacher, 1 aide)	1

Participants:

356

Objectives:

1. Each participant completing the program should show a gain of .8 year on the Stanford Achievement or other valid standardized test.
2. Affective behavioral changes of positive attitude and interest should be observed by the teacher and student.

Brief Description of Activities:

The Remedial Math Program revolves around the program computer, printing calculator and the electronic calculator. Math is taught with emphasis put on an individualized and discovery approach. The student is assigned a task to accomplish based upon his achievement level. The machines are intended to provide motivation and act as a reinforcing agent in sequencing the student into a hierarchically arranged math program.

The laboratory approach, exploration and discovery of mathematical ideas, seemed to be a challenge to the traditional method of teaching, provided the students would learn.

Major Accomplishments:

The test scores from one math lab with 54 students enrolled indicated an average gain of 1.45 years (Stanford Achievement pre and post tested). Forty four had reached or exceeded the objective of .8 year gain. Although this school exceeded all expectations, the students in the other four math labs showed marked improvement in achievement.

For Further Information Contact:

Mr. William D. Duty
Curriculum Manager
Mingo County Schools
Williamson, West Virginia

Phone: 235-3333

Mr. Clyde I. Weaver
Coordinator, Title I
Mingo County Schools
Williamson, West Virginia

Phone: 235-3333

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Monroe County Schools

Title of Project:

Reading Program Element

Duration of Project:

September 1970 through June 1973

Cost:

1970-71 -- $51,046.00
1971-72 -- 50,443.00
1972-73 -- 51,770.00

Staff:

1971
1 Reading Specialist
3 Reading Clinicians
4 Reading Aides

1972
1 Reading Specialist
3 Reading Clinicians
4 Reading Aides

1973
1 Reading Specialist
3 Reading Clinicians
7 Reading Aides

Participants:

Students with Reading Disabilities

1970-71 -- 212 Participants, Grades 1-6
1971-72 -- 259 Participants, Grades 1-6
1972-73 -- 315 Participants, Grades 1-6

Objectives:

That the average reading level for participating students reach the State norm by the end of the 1972-73 school year.

Brief Description of Actitivies:

The reading program element was designed and is directed by the reading specialist. She serves as supervisor to the reading clinicians and aides.

A central reading clinic is set up in each Title I school and is operated by the clinician and assisted by the aides.

Primary emphasis is placed upon correcting difficulties of those participating students in grades 1-3, in an effort to correct reading difficulties before they become severe. Students in grades 4-6 with severe difficulties are also scheduled into the clinic.

When a child is referred to the clinic, a complete battery of diagnostic tests are administered. Psychological testing is also provided if deemed necessary. Other auxiliary services are provided as needed. Once the testing is completed, the clinician carefully examines each test to determine types of errors, analyzes the strengths and weaknesses of each child, and a diagnosis is made. The clinician then prescribes methods and materials to be used with each child in an attempt to correct their reading difficulties. Parents and teachers are then informed of the child's reading difficulties. Recommendations are made as deemed necessary. Cooperation between the parents, classroom, teachers, aides, and clinicians is of vital importance in planning the child's reading program. The child is then scheduled into the clinic for individual or small group instruction. Every effort is made to correct the child's difficulty and release him from the clinic at the earliest possible time.

The program operates under the philosophy that there is no panacea for all reading difficulties and that remediation must be based upon sound instruction geared toward the needs of the child.

Major Accomplishments:

Test scores for third and sixth grade students are given below to compare Title I participants with county, State, and National norms as indicated by grade levels. Scores for 1970 are listed to show gains after the initiation of the program element in 1971.

Third Grade

	1970	1971	1972	1973
National Average	3.7	3.7	3.7	3.7
State Average	3.4	3.6	3.6	3.6
County Average	3.1	3.6	3.6	3.7
Title I Average	3.0	3.4	3.5	3.6

Sixth Grade

	1970	1971	1972	1973
National Average	6.7	6.7	6.7	6.7
State Average	5.9	6.4	6.4	6.4
County Average	5.7	6.2	6.4	6.4
Title I Average	5.6	6.2	6.4	6.3

For Further Information Contact:

Mrs. Mary P. Compton
Reading Specialist
Monroe County Schools
Union, West Virginia 24983

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Nicholas County Schools

Title of Project:

Reading in Travel Labs

Duration of Project:

Ten months

Cost:

FY 1973 -- $93,489.00

Staff:

Staff employed for this program element includes six elementary teachers, one secondary teacher, six elementary aides, one secondary aide, custodians for each lab, and one equipment repairman.

Participants:

A total of 432 students participated in this program. These students were from the first, second, third and fourth grades who are six or more months behind their grade level expectancies. In grades five, six, seven and eight those who are behind nine months or more in grade expectancies and grades nine through twelve one year or more below his expectancy.

Objectives:

1. Eighty per cent of students to achieve one month for each month in the program with no less than seven months average for the ten month school year. This will be determined by pre-tests and post-tests.
2. Notices of changes in attitudes and behavior patterns.
3. To increase the child's occupational and educational aspiration levels.
4. To reduce the high absentee rate.
5. To improve the short attention span of the child.

Brief Description of Activities:

Classes in all labs are organized for instruction as much as possible on an individual basis - each child working at his own rate on his own level. Some small group instruction is used but not for all pupils. Generally, all groups use EDL Controlled Reading Programs utilizing the six Jr. machines in the laboratory. Some groups use this program twice a week, some only once.

All groups participate in a listening program using the individually controlled headsets. These programs are to strengthen listening, comprehension, and attentiveness.

Most all groups use the programmed material of SRA, the power builders, the rate builders, and the phonetic word games. Some special groups use the Craig Reader Perception Programs.

Lessons are scheduled as regularly as possible during the week so that children will know where they are to be on each day. In this way valuable time is saved, yet there is flexibility and variety so that the routine does not become boring.

An evaluation of each child's score in the program he is involved in is given to his classroom teacher to be filed in his personal folder. This folder will accompany him to the next classroom. This evaluation is based on graphs which the pupils keep on their progress. These graphs or charts are on file in the travelab and a report is compiled and sent to the Title I Director.

All travelabs have a fully qualified reading teacher and a full time aide.

Classes are in a block system - generally six per day and 10 students in each class.

Means of evaluation used are the California Schooling Test, Slosson Test, SRA Test, Teacher Observation, Diagnostic Reading Test, and Standard Achievement Test.

Major Accomplishments:

The basic goal of the remedial reading program of the travelabs is to insure that every academically disadvantaged pupil is given the opportunity to gain the skills he needs to achieve maximum development in the language arts. In the Title I program outlined it is stated that approximately 432 students in our county fall into this category.

At the end of the ten month instructional period each travelab pupil was given a Slosson Oral Reading Test to compare with the pre-test administered as a part of the general screening at the beginning of the term.

Our goal was met by eighty per cent of the students achieving one month for each month in the program, with no less than seven months average for the school year.

For Further Information Contact:

James R. Fitzwater
Director of Title I
Nicholas County Schools
Summersville, West Virginia 26651

Phone: 872-3611

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Preston County Schools

Title of Project:

Tutorial Math Program for Preston County Schools

Duration of Project:

September 5, 1972 and continuing June 8, 1973

Cost:

$12,170.00

Staff:

13

Participants:

94

Objectives:

1. The students shall be attempting to develop addition, subtraction and related skills, to first and second grade math.
2. Number of children having difficulty with number facts will be reduced.
3. Assurance of identity being so these pupils can develop at a scale on an one-to-one basis of instruction. The aide and pupil will so organize their thoughts.

Brief Description of Activities:

The main thrust of the math instruction was provided by trained instructional aides using kits designed for tutoring first-grade pupils, including basic concepts to enhance readiness of instruction on the first-grade level.

The programmed kits which contained a large variety of manipulative materials were developed by math specialists at the University of Indiana, and aides were trained by Mrs. Catherine Rogers, tutoring consultant from the same institution. The supplemental instruction was provided by the tutors who took the pupil for 15 minutes of programmed individual instruction which was highly structured.

The coordinator of individualized prescribed instruction and the diagnostic clinician assisted the classroom teacher with testing and implementing the tutorial program in the classroom.

Children who were to be tutored in math were selected by results of the Metropolitan Readiness Test and by teacher judgment.

Major Accomplishments:

It is felt that the advantage of individualized program, 15 minutes instruction, has implemented the program for the classroom teacher to the result that the pupil was aided by his/her own individual concept of increased self accomplishment concept.

For Further Information Contact:

Summers McCrum, Jr.
Director of Federal Programs
Preston County Schools
P. O. Box D
Kingwood, West Virginia 26537

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Raleigh County Schools

Title of Project:

Pre-Kindergarten Program

Duration of Project:

Eight (8) months
Sessions were held two days per week with one hour per day instruction.

Cost:

$23,594

Staff:

Eight para-professionals under the guidance of the Director of Home-School Coordination Services

Participants:

Sixty-eight 2, 3, and 4 year old children living in eligible ESEA Title I attendance areas who had one or more previously identified educationally deprived siblings. Where no siblings attend school a child was eligible if either parent had not completed the 12th grade.

Note: All the 4 year old (30) children participating in the program were used in evaluating the program. Eight 3 year olds were also evaluated.

Objectives:

To improve the physical, mental, emotional, and social maturity of the participating children by 25 per cent during the period of instruction.

Brief Description of Activities:

Eight para-professionals visited the homes of sixty-eight 2, 3 and 4 year old children who participated in this program of educational activities.

Each home was visited for a minimum of one hour in duration and consisted of planned educational activities with participating children and their parents. Parents were informed concerning the educational objectives for each planned child-centered activity and suggestions for follow-up was provided.

Activities designed to enhance the physical development of participating children included the use of physically coordinated manipulative devices and vigorous play involving the use of both large and small body muscles.

Mental activities included the use of educational toys, games, and materials. Procedures were designed to improve the cognitive ability of the participants. The inquiry approach was emphasized in working with the children in an effort to develop communication skills, observation skills, associative skills, perceptual ability, an awareness of surroundings, etc.

Based on the assumption that emotional and social maturity during early childhood depends largely on the degree of security the child feels in the home, a positive approach was used in dealing with both the parents and the children that was conducive to developing such an atmosphere in the home.

Major Accomplishments:

Scores on the pre and post test consisting of 156 items denoting physical, mental, emotional, and social aspects, show a percentage gain of 46 per cent overall for the four year olds. The eight 3 year olds show a gain of 65 per cent overall. A parent opinionnaire revealed that 49 out of 53 parents felt their child is more outgoing and comfortable with strangers. Forty nine out of fifty three felt their child or children was more observant of the world around him. Fifty one out of fifty three parents felt that the Pre-K teacher had given them a better insight into the use of educational toys and materials that would be helpful in developing their child's potential.

For Further Information Contact:

Kenneth C. Gross, Director
ESEA Title I Programs
105 Adair Street
Beckley, West Virginia

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Ritchie County Schools

Title of Project:

Corrective Teaching of the Basic Skills

Duration of Project:

September 1972 - June 1973

Cost:

$47,784

Staff:

3 - Basic Skills teachers
3 - Basic Skills aides
1 - Testing/Tutoring Coordinator

Participants:

Identified Title I students in eligible schools

Smithville Grade	62
Harrisville Grade	78
Creed Collins Elementary	77
	217

Objectives:

1. Eighty per cent of the students enrolled in basic skills would make a 20 per cent gain over the previous year when not enrolled in a Title I program.

   a. Pre and post test each student
   b. Provide diagnostic testing for each student to identify skill deficiency.
   c. Provide 100 per cent prescription materials to correct identified deficiencies.
   d. Provide student individualized instruction - 100 per cent.

2. Create a favorable attitude toward learning.

   a. Increase the average attendance records of the students by 25 per cent.
   b. Students participation in one or more school PTA, community, etc. programs.

Brief Description of Activities:

Students selected for the basic skills classes were six months below grade placement in grade three and one year or more below grade placement in grades four through eight. The students were then given the California Achievement with Diagnostic Analysis Test as a pre test. The teacher developed an individualized instructual program to meet the needs of each student. The student went to self-contained basic skills classrooms for 45 minutes each day. The teacher had five classes per day with an enrollment of 10-15 students a period.

Materials were purchased that were designed for high interest. All equipment and materials were used in the classroom to allow the student to work on an individual program designed for him.

Frequent conferences were held between the basic skills teacher and the regular classroom teacher for the purpose of discussing the problems and progress of specific students.

The Testing Coordinator administered a post test in May to determine the gain of the students.

Health services were provided by the county school nurse.

A speech therapist supplied supportative service to the students with speech problems enrolled in basic skills classes.

Major Accomplishments:

Basic skills students gained an average of 8.4 months in a seven month testing period. Sixty nine students showed a gain of ten months or more in this time period.

Grade	No. Completing Pre and Post Test	Total Months Gain	Average Months Gain
2	14	91	6.5
3	33	283	8.6
4	27	205	7.6
5	43	389	9.0
6	34	283	8.3
7	10	73	7.3
8	23	229	10.0
	184	1553	8.4

Many major accomplishments cannot be measured in test scores. The student changing from a withdrawn child to an outgoing child. Attitudes concerning school and many other changes resulted because the child discovered a teacher had time for his individual learning problem.

For Further Information Contact:

Mr. Robert Foster
Title I Coordinator
Ritchie County Board of Education
Harrisville, West Virginia 26362

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Upshur County Schools

Title of Project:

Reading and Speech Development

Duration of Project:

August 26, 1967 - August 31, 1973

Cost:

$184,862.00 - FY 1973

Staff:

Director
Secretary-Receptionist
Financial Secretary
Business Manager
Supervisor
7 Teachers
Librarian
Elementary Guidance Counselor
Resource Clerk
10 Instructional Aides
Librarian Aide
Social Worker
School Nurse
Speech Therapist
Custodian
Custodial Aide
Resource Van Driver
Inventory Clerk

Participants:

425 – 60 Tutorial - beginners, first grade repeaters, second and third graders, one child, 365, remedial - 240 - 1-6, 125-10-12

Objectives:

1. To provide preventive measures for disadvantaged children whereby fifty per cent of the children tutored 15 minutes daily over a nine-month period in a one-to-one situation will read at their MAG level as measured by the Stanford Achievement and Lorge Thorndike mental ability tests.

2. Sixty per cent of the children receiving remedial instruction over a nine-month period using a multi-modal and multi-media approach will raise their reading achievement 20 per cent over the achievement shown previously in regular large group classroom instruction or in cases where children have previously participated, 20 per cent over the previous year's remedial instruction.

3. a. To provide therapy and increase in 75 per cent of participating children the speech development in deficient areas of approximately seventy-five students with functional speech defects through small groups of not more than five students, twice weekly in 25 minute sessions over a nine month period. Deficiencies may include omissions, substitutions, distortions, rate and rhythm, and voice moderation and will be measured by the Arizona Articulation Proficiency Scale, auditory and oral examinations.

   b. To refer students having organic speech problems to the proper professional people.

Brief Description of Activities:

The Upshur County ESEA Title I Reading and Speech Development Program is an innovative, highly structured approach to compensatory education for educationally disadvantaged pupils. One secondary and six elementary centers are in operation each providing for approximately 40 children daily in five 50 minute sessions. Elementary centers are staffed with one teacher, one instructional aide and equipped with materials and equipment that provide resources for an eclectic approach to meet children's specific needs.

Emphasis is given to building self image, independence, and motivation through involving children in successful learning experiences and planning with the child his instructional program. An on-going individual diagnosis, profiling and evaluation are integral facets of the program. Prescription cards prepared by aides from diagnostic profiles and pupil-teacher conferences keep children aware of specific needs and progress while providing a purpose for learning. Children proceed independently to work in areas of need at a "skill bank" after participating in a teacher directed activity to a point where the child and teacher feel that independent work is appropriate.

A pilot programmed tutorial program for first grade repeaters and "low risk" first graders is being tried as a preventive measure.

Supportive services - medical and dental care, counseling, and social service - are provided for those children enrolled in the instructional program.

Major Accomplishments:

All children have shown gains in self image and achievement. Some children did not show gain on the objective evaluations but did in actual performance observed by teachers.

For Further Information Contact:

Upshur County Schools

PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Wetzel County Schools

Title of Project:

A Program to Lift the Aspirations of Underprivileged Children in Reading

Duration of Project

Regular School Term Only (FY ending June 30, 1973)

Cost:

Approximately $116,497.00

Staff:

Program Director
Secretary
Five Remedial Reading Teachers
Five Teacher Aides

Participants:

Two hundred forty-five (245) students who were one year or more below grade level in reading.

Objectives:

1. To raise the reading level of remedial students to a level commensurate to their ability. This growth will be measured through objective testing with an anticipated year's growth.
2. To develop in students requiring remedial help, a feeling of self-confidence and a desire to learn and improve their academic skills up to grade level.
3. To coordinate remedial reading with the regular classroom instructional program to the extent that there can be a return to the classroom with the students confidence of success.

Brief Description of Activities:

1. Students were diagnosed as to his/her area of reading weaknesses.
2. Decide on the cause of the individual weakness.
3. Students were presented a reading improvement program to eliminate areas of weakness.
4. Students were given sufficient practice to enable them to use necessary skills comfortably.

5. Students progress was evaluated and instruction was adjusted accordingly.

6. In-service training was provided for teachers.

7. Students health and welfare was checked by the teacher and county health nurse.

Major Accomplishments:

1. Pre and post-testing revealed an overall average growth of one year and seven months or 1.7 grade equivalents in reading. (See chart revealing such data.)

2. Through teacher evaluation and the number of library books read, children developed a love for reading.

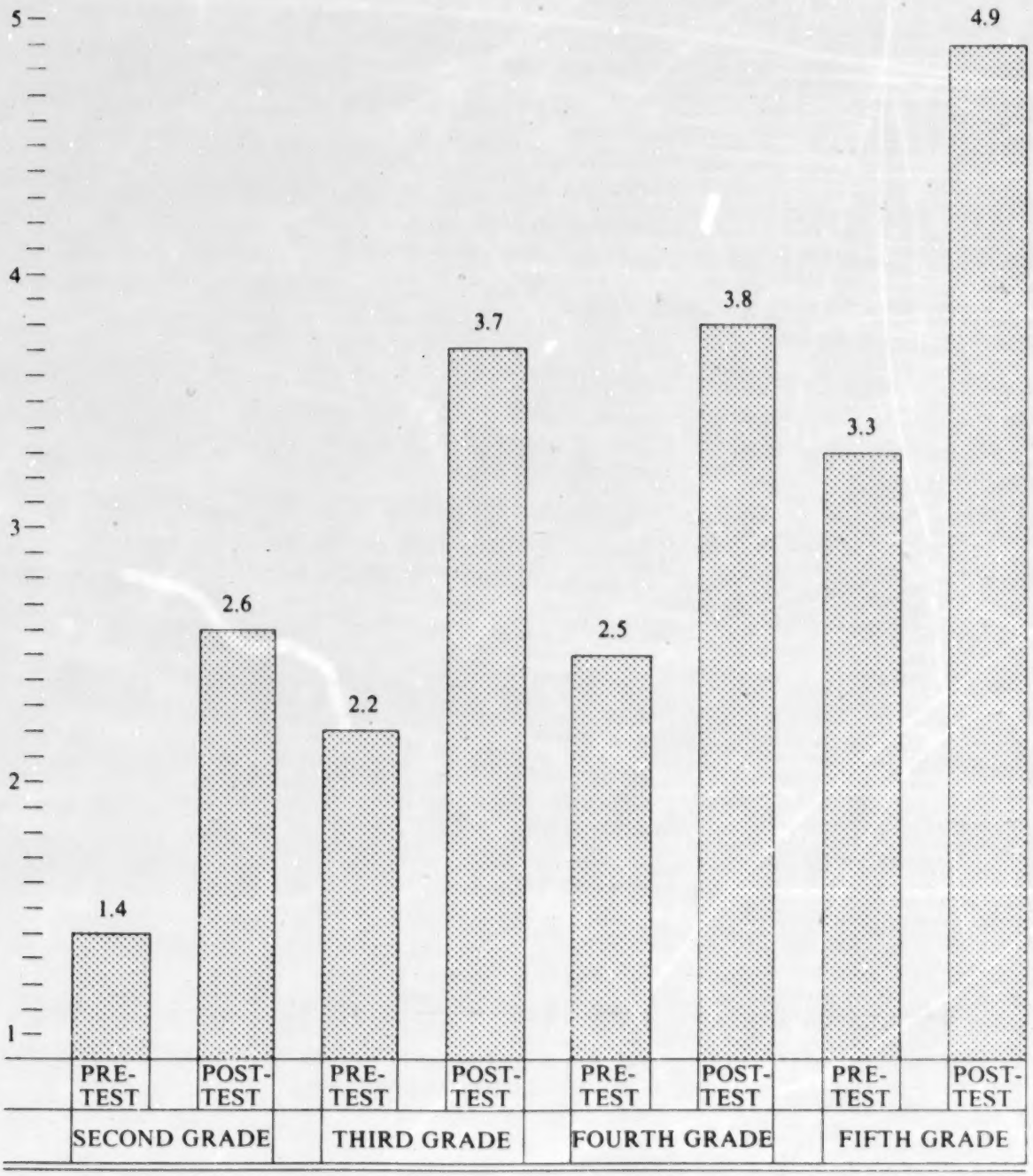
3. New and better specialized techniques in reading were developed.

4. Many students improved their overall academic status because of better proficiency in reading.

For Further Information Contact:

Mr. Robert L. Schrader
Director of Title I
Wetzel County Schools
P. O. Box 248
New Martinsville, West Virginia 26155

WETZEL COUNTY ESEA REMEDIAL READING PROGRAM
1972-73 School Year



PROFILES OF QUALITY ESEA TITLE I PROJECTS

Name of Local Education Agency:

Wyoming County Schools

Title of Project.

Improvement of Basic Computational Skills in Elementary Mathematics

Duration of Project:

October 1, 1972 - June 8, 1973

Cost:

$14,115.00

Staff:

One elementary mathematics teacher

Participants:

Forty-nine elementary pupils from the Huff Consolidated School

GRADE	NUMBER
5	7
6	18
7	16
8	8
TOTAL	49

Objectives:

The single objective for this project was to improve the computation skills of 49 pupils in addition, subtraction, multiplication, and division.

Brief Description of Activities:

Operating on the assumption that computational skills in mathematics must be strongly motivated, LEA purchased five Tutor Computers as manufactured by Computer Design Corporation, Lost Angeles, California, and employed a competent teacher to work with small groups of pupils from 45 minutes to one hour daily.

This teacher was provided with a regular classroom and a wide variety of support materials to further motivate the pupils.

The computers gave these students almost unlimited practice in addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.

Each pupil was permitted to work at his own pace, and the computer gave immediate response to his answers, signifying whether the computations were correct or incorrect.

The computer is designed in such a manner that once a pupil has acheived a correct computation, he is provided with additional practice problems in the same area and with a similar degree of difficulty.

The read-out tape became a diagnostic device for the teacher and computational deficiencies were quickly spotted by both teacher and pupil.

With the motivation provided by this type of approach to mathematical computation, pupils became interested in basic mathematical skills and for the 49 pupils involved adding, subtracting, mulitplying, and dividing became a delight to them.

Major Accomplishments:

An almost unbelievable amount of progress resulted from this pilot study as reflected below:

Table Showing Reduction of Errors in Computational Skills*

Grade	Number	Addition		Subtraction		Multiplication		Division	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
5th	7	101	15	132	23	233	43		
6th	18	227	31	262	32	342	31	480	117
7th	16	159	21	249	40	319	41	329	92
8th	8	48	14	85	13	102	14	162	45

*All figures refer to total class errors based on pre-testing and post-testing. Indication of progress is based on decreased error on post-test. The same test was used in both pre and post-testing. Both pre-testing and post-testing were done without the benefit of the computer. All tests of basic computational skills averaged 100 problems per grade.

For Further Information Contact:

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